

Marsh Lane Under 5's

Inspection report for early years provision

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| Unique reference number | 206814 |
| Inspection date | 05/05/2010 |
| Inspector | Karen Ann Byfleet |

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| Setting address | Marsh Lane Community Association, Community Centre, Main Road, Marsh Lane, SHEFFIELD, S21 5RH |
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| Type of setting | Childcare on non-domestic premises |
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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Description of the setting

Marsh Lane Under 5's opened in 1992 and it operates from the main room in the village hall. The group serves the village and neighbouring communities. The setting is registered on the Early Years Register for maximum of 25 children under five years. There are currently 34 children on roll all of whom are in the early years age range. The setting is open five days a week during school term times and sessions are from 9.15am until 12.15pm. All children share access to a secure enclosed outdoor area within the local school. The group currently supports children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs seven members of staff, including the manager. Of these, six staff members hold appropriate early years. The setting is run by a committee and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at the setting and eagerly engage in activities that fully reflect their uniqueness. The excellent relationships between staff and parents help children feel secure and confident and systems for seeking and implementing parental views are in place. Children benefit from a comprehensive range of interesting activities and are making excellent progress. Records that are required for the safe and efficient management of the setting are all in place. The manager is fully aware of the need to continue to develop the quality of the provision and has made significant changes to achieve this. She has established a thorough and systematic procedure for self-evaluation to drive further improvements forward.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring continuity and coherence by sharing relevant information with other providers where children attend.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and secure as the manager and staff take thorough steps to promote children's welfare. All staff are vetted to establish their suitability to care for children and security measures are efficient and prevent unauthorised access to the setting. All staff are able to safeguard children from harm or abuse as they all complete child protection training and are fully

conversant with the setting's policies and procedures and their duty of care towards all children. There are very effective arrangements for exchanging information with parents to ensure children's individual welfare needs are known and met. Staff gather all relevant information about individual children, for example, a child's position in the family and some meaningful aspects of their life such as pets, siblings and grandparents, which supports staff in helping children settle and make effective links to their home life. Regular, routine risk assessments are carried out by all staff and these help to minimise identified hazards appropriately. A written record of risk assessments including those undertaken for the outdoors, outings and trips are well maintained and reviewed regularly.

Systems for evaluating the strengths and weaknesses of the setting are in place and identify areas for further improvement. All recommendations that were raised at the previous inspection have been addressed to an excellent standard and have improved the outcomes for children. Staff contribute their ideas to the self-assessment. The setting have recently introduced a system for gathering the views of parents and children about the provision. Staff works very closely together and are passionate about the job they do. There are excellent relationships throughout the team and the staff act as excellent role models for the children. Through working directly with staff, appraisals and regular staff meetings, the manager is able to ensure that staff have the appropriate skills and knowledge for their role and that the courses undertaken provide a diverse range of learning that is used effectively with children.

Parents are extremely happy with the service offered and feel that the activities provided help their children to feel settled, happy and make excellent progress in their learning. They are fully informed about the provision with regular newsletters which are sent home and a notice board keeps parents well-informed of any forthcoming issues and what activities their child is doing. Parents are able to have regular meetings with their child's key person to discuss their achievement records and contribute any suggestions they may have. The very effective partnership with parents means that staff understand children's individual needs and enables them to provide effective support for all children. The setting has established strong partnerships with the local schools and exchange visits take place so that children who are moving on to school meet their new teacher, which reduces any anxiety they may feel. Links with parents and other professionals who are involved with children are fully in place and ensure that children receive continuity in their care and learning and that any identified gaps in their learning are reduced through a consistent approach that meets their individual needs. However, links with other providers who deliver the Early Years Foundation Stage to children that attend are not fully in place to ensure coherence in their learning.

The quality and standards of the early years provision and outcomes for children

Children enjoy a very wide and balanced range of activities that fully support their progress towards the early learning goals. Staff within the setting work extremely closely with them, listening to what they say and encouraging them to express their own ideas and follow their own interests. Children contribute their own

suggestions for activities by making their own choices about what they wish to do and by using resources in ways that they decide. The system for recording what children do and achieve is highly reflective and comprehensive. Planning for all children is organised around their next steps in their individual learning. This is determined through the purposeful observations staff make and which reflect each child's style of learning. The presentation of children's achievement records is excellent and staff clearly spend time ensuring that these are a professional and accurate account of each child's needs.

All staff have excellent knowledge and understanding of the Early Years Foundation Stage and they ensure that the early learning goals are delivered skilfully, focussing on each child's interests and spontaneous choices. All children are fully included in the setting and staff value children as individuals and show great respect by ensuring equality and meeting their diverse needs, including those children with special educational needs and/or disabilities and those who have English as an additional language. Planning for each child is unique to them and their individual circumstances. This is a significant strength in the setting and is a main contributor to the excellent progress that children make. Children reflect the inclusive attitude of the staff and are extremely friendly and welcoming to each other and to visitors to the setting. The needs of children of different ages and stages of development are met very well. The support that staff provide clearly shows their knowledge about each child, for example, which child needs time to consolidate an area of learning and which child is ready for further challenge. Behaviour is very good and as a result, children learn to become responsible and contribute positively to the needs of a group. They develop a strong sense of belonging and establish friendships through their cooperative and caring interaction.

Children enjoy a safe, stimulating environment and arrive at the setting eager to play with their friends. They settle quickly and happily, chatting to staff and each other about what they want to do. Children feel secure in the care of the welcoming staff and concentrate intently on self-chosen activities. For example, a group of children work very cooperatively to build up the train track and share out the trains so they can all play together. They have high self-esteem and have clear ideas about how they wish to spend their time. They express themselves confidently and communicate with purpose and clarity. All areas of learning are organised through areas that are very well resourced and set out attractively to encourage children to use them. The print rich environment exposes children to many examples of writing, numerals and shapes, along with opportunities to recognise their names. Children make very good use of books and writing materials and they listen attentively while stories are told to them and they thoroughly enjoy singing and music. Children count well, recognise colours and shapes and can distinguish size and quantity. For example, as a child counts out five caterpillars, staff ask how many more they need to make seven. They show a natural curiosity to problem solving and are able to clearly demonstrate their thought process. Further activities such as dressing up, role play and stories consolidate children's growing knowledge about different cultures, costumes, food, ways of life and the different jobs that people do.

Children's understanding about developing a healthy lifestyle is highly promoted

because they are cared for in clean, well-maintained premises and they follow meticulous personal hygiene practices to prevent the risk of infection. They all wash their hands regularly and enjoy an excellent variety of healthy snacks, which the children sometimes help to make. Children with particular dietary needs receive good support to ensure these are met. Staff are all trained in first aid and take suitable steps to care for sick children and manage minor accidents appropriately. Children learn about safety because safety measures are highly effective and resources are age-appropriate and in good condition. Children contribute to the care and safety of their resources by helping to tidy away at the end of play. Their understanding of safety is further developed by participating in regular fire drills. Children are developing a sense of personal responsibility. They are acquiring skills that promote healthy habits and develop their understanding and eagerness to become independent capable learners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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